1: Ammar E, I-5 (1951) 1954
MR13 Fellahin MR13
Silwa

enjoy the pleasure and prestige of 'mothers of children'. Thus in the same way, the girl, in relation to her mother, is not only considered as an economic asset but a means for getting more leisure and freedom from the pressure of work.

It is appropriate here to state the various activities which both boys and girls are expected to perform. Age and physical fitness determine the various tasks allotted to them.

In the case of boys, farm work is divided into three main categories, according to their ability to perform those duties independently. In the first stage, from seven to ten years, the boy is called 'hawwal', meaning that he can direct the water into the farm sections and is able to regulate by himself the process of irrigation. Twenty years ago, when the village was under basin irrigation, boys who used to attend to the turning of the water-wheel were called 'jaizar', but as there are very few water-wheels nowadays, this word is not commonly used in connection with this stage. Compulsory schooling for those who cannot evade it has made this job a part-time one.

From the age of twelve or thirteen boys are expected to undertake the conveying of fertilizer from the hills, and they are called at this stage 'marraga'—the bringers of 'marog'. They are trained by the age group that is immediately above them. A boy on his first 'hill ascent' to get the 'marog' must give the older boys with whom he is to be associated a present of wheat, bread and dates. If he does not fulfil this obligation, they usually, on their arrival at the 'marog' spot, undo the camel's reins and put them round the boy's face and neck, returning the camel empty to the boy's field. After fulfilling his obligation, they take him with them, and help him to learn the techniques of loading the camel and discovering the best kind of 'marog'.

At this stage also a boy starts tackling the 'shadoof' or as more commonly called in this district the 'ood'. If he can manipulate this instrument properly the boy is called 'awwad'. It is well established that a 'marrag' or an 'awwad' is almost synonymous to a good eater, and his request for food and the increase of frequency of meals and their quantity are usually complied with, as a recognition of his tangible economic contribution.

The third stage sets in by the appearance of the first traces of the boy's moustache, when he becomes a fully-fledged farmer, 'nabbar' or a 'fellah', from the age of seventeen onwards. The hallmark of this stage is for the boy to be allowed to sow the seeds, and to distribute fertilizer on the farm, as these are supposed to be the most skilful tasks in agriculture.

These three economic stages coincide almost with the three categories of the social grouping in the village, namely the group of youngsters, adolescents or non-married men, and fully-fledged men. One of the important qualifications for a grown-up marriageable youth is his ability to perform the various stages of cultivation, graduating, as it were, by becoming a competent farmer, able to sow the seeds and distribute the fertilizer.

1: Ammar E, 1-5 (1951) 1954
MR13 Fellahin MR13
Silwa

during the month of Ramadan, when families co-operate in providing the 'Koran reciter' as well as other guests with tea and food.

Identification with the clan sentiment shows itself in cases of murder, where the clans of both the murderer and the murdered are involved. It is the obligation of the father, son, brother, uncle or paternal cousin to call for vengeance and for the clan to support him, either by claiming compensation (which, however, is seldom accepted if the claim is acknowledged) or by counter-murder, as the Koran ordains that murder should be punished with murder. The two clans through the mediation of another clan have to settle the dispute by deciding the compensation, called 'dia'.

This is no Durkheimian merging of the individual into the group. It is simply a statement of the compelling moral law that the individual, to be in line with the group, should express group-sympathy; if the group is angry, he should be angry, if it is insulted, he must feel that he is insulted.

This pattern of social structure does not apply merely to the Silwa community and the G'afra, but applies in varying degrees to the whole province of Aswan, and many other provinces that are known to the writer in Upper Egypt. In all this, the bond of common descent and family connections is one of the strongest factors as well as the most socially effective force in the social structure.

The village could also be classified into social groups on the basis of age. From the standpoint of age there are three broad social groupings. The first is referred to as 'youngsters' (jahhal), including all boys and girls up to the age of twelve or thirteen years. The second is the unmarried group (fityan), and the third is represented by the married adults, referred to as 'men or women'.

In public there is no free mixing between these three categories as it is considered 'impolite' for a youngster to sit with men, for example, and the converse would be shameful. Youngsters can only be seen in an adult gathering serving tea, or holding the ablution laver and ewer, or as messengers. In the case of young boys, they are marked by their head cap, while unmarried boys wear a turban, and the men besides a turban wear a 'tob' which is a black outer garment, and usually carry a stick or a stave.

Apart from segregation and dress, the age criterion shows itself in outward behaviour, by considering the older people as equivalent to the paternal uncle, or as fathers, or grandfathers if they are very old. Often older people are addressed by the kinship term 'Ammy' (O my paternal uncle), especially if one wants to be 'polite'. If one does not use the kinship term one has to address the older person by the title 'Sheikh' preceding his first name.

Sex is another criterion for two definite social groups: the world of men, and the world of women. In this community it is unthinkable to have free mixing between the two worlds, or that a thing done by one sex can also be done by a member of the other sex. Men have their scope of activities either in the fields or outside the compound, the women are mainly con-

1: Ammar E, 1-5 (1951) 1954
MR13 Fellahin MR13
Silwa

high-pressure ego development. The sense of importance and worthiness is continually hammered into the children's minds through comparing them with either their sibling or other children.[1] It is no exaggeration to say that competitiveness in Silwa receives its first stimulus from sibling relationships, and is expressed in the popular saying that 'children who come on top of one another cannot get along with each other'. Siblings of different ages are expected to play in different age groups, especially after the age of six or seven. Although there is no institutionalized favouritism for the first son with regard to inheritance, for example, he is usually the most welcome member of the family as in his later life he will be his father's representative. It is no accident, then, that the first-born son receives more attention, as is usually expressed in his ceremonies of naming, circumcision, and wedding.

Together with this sibling relationship envisaged in a series of children chasing each other, one can hardly fail to note the difference of treatment between boys and girls in general. These disparities between the treatment of the two sexes are not mainly based on the superiority of the male sex or the female, but are largely founded on the relevance of the two sexes to the perpetuation of the family name and their respective economic activities.[2] The popular saying goes to the effect that the daughter's son should not receive much attention from his grandfather as such attention is wasted. However, it does not unduly worry parents in any way if their daughters do not show behaviour indications of rivalry during childhood. It will become clearer, as we proceed, that girls only enjoy relative indulgence during infancy, especially with regard to their comparatively longer period of suckling. But from childhood onwards they are expected to approach sociological adulthood more quickly than the boys.[3]

The second characteristic of the period of childhood is connected with the decreasing amount of care and attention given to the child by its mother. This is evidenced by the children's appearance during this stage of development. They are less clean in body and clothes, and it is not an unusual sight to find nasal mucus on children's faces. Mothers justify this neglect on the grounds that the child at this stage, where he is usually out with other children and thus exposed to the public, should not appear attractive for fear of the evil eye. This lack of interest in children's appearance usually continues until the age of nine, ten or eleven. Thereafter an unkempt or shabby child would be a disgrace to his parents. The renewed interest, especially in the child's clothes, after the age of ten, is related also to the need for covering the organs of reproduction by wearing

[1] For concrete statements of children concerning sibling rivalry, see Appendix VIII, 'Surwart Emotional Response Test', and Appendix X, 'Story Completion Test'.

[2] See Chapter I.

[3] It is assumed here that rivalry is socially inherited and is passed on from parents to their children. 'A mother through her attitude continues the old battle, and in the competitive struggles of her children she relives the competitive struggles of her childhood.' R. H. Hilgard, 'Sibling Rivalry and Social Heredity', in *Psychiatry*, Vol. 14, 1951.

1: Ammar E, I-5 (1951) 1954
MR13 Fellahin MR13
Silwa

play group as a relative, or warned against joining them on the grounds of their being strangers.

Furthermore an age group can only extend itself, though not freely or without reserve, to the age group directly senior to it.[1] In other words, boys, for example, may be seen playing or sitting with adolescents or young unmarried men, but are not expected to mix with grown-up men. Adolescents and young men may also be seen sitting on the fringe of an adult gathering, though very infrequently. At night a man may be chatting with a group of older boys, but always sitting on the fringe of their gathering, as an indication of his aloofness. Such behaviour related to the three age groups in the village is expressed in the admonition that one 'should not exceed the limits in his behaviour'. For example, a boy who passes by a gathering of adults sprawling on the ground is not supposed to greet them, much less pass between them. Rikabi, a boy of twelve years, approached a meeting of neighbours near his home, and greeted them by saying 'Peace be upon you'. This action annoyed his father as well as the others, and provoked the father to reply: 'Go away, may peace crush you.' In this case, the boy was trying to act like a grown-up, but such precociousness is not the accepted behaviour from a boy of his age. Had he been seventeen or eighteen years his greetings would have been accepted and considered praiseworthy.

Terms of courtesy are not expected among the children themselves and avoidance is the best way of showing courtesy between adults and children. With the impact of urban life, polite children are expected to say 'Thank you' or 'May God increase your blessings' to their elders, while the latter seldom show their appreciation of the children's assistance for them, which if ever expressed would be couched in kinship terms such as 'May God increase thy blessings; thou art the master of thy uncle'.

The fourth characteristic of this period of childhood is the striking interest and respect of children for food. It is quite frequent to see boys and girls inside or outside the house holding in their hands a piece of bread or an onion and eating it while they play. They may be also seen tantalizing each other by the type of bread they have, priding themselves on their mother's good baking. Children, on the whole, tend to be preoccupied and interested in food. This shows itself in the children's ordinary conversation, in the amount of details they give in relating a folk story with food themes occurring in it, in their excessive delight in telling about a good meal that they had or that they are going to have. Feasts and ceremonies are first recalled as occasions for excessive good food. Even in both adults' and children's dreams, food is an important element in their manifest content.[2] Children prefer certain relatives to others because they offer them food and tea; they share food with those children whom they like and refuse to share it with those whom they dislike.

[1] See Chapter II for the three age groups in the village.
[2] See Appendix XI, 'A Note on Dreams', and Appendices VIII and X.

1: Ammar E, I-5 (1951) 1954
MR13 Fellahin MR13
Silwa

he did not play games at all. Boys and girls become 'muaddab' if they do not mix in play after the age of eleven or twelve. After the age of twelve, a girl would be considered 'muaddab' if she drops her glance and keeps clear of male gatherings, and when she becomes older, covers part of her face if she is passing by a group of men. A boy is 'muaddab' if he recognizes that he should sit in the back row on going to the mosque. As Mahmoud put it, a disciplined boy or girl is one who knows when and where to sit and stand, where and when to put his or her feet and thus become 'Ibn halal' (literally 'heir to the permissible'). Ali, on the other hand, expressed the importance of 'giving adab' to children by saying that it is believed that one of the signs of the end of this world will be when discipline and modesty (adab wa haya) disappear from the acts and deeds of the people.

The keynote to the educational process is the eagerness of the adults to create a docile attitude in their children and thus make them acquire filial piety.[1] The children readily accept the authority of their seniors, whether in work or play, and they endeavour to avoid their anger. This ready acceptance of the authority of those older than the child is epitomized in the axiom: 'He who is one day older than you, is in fact wiser by one year', which is a common saying often repeated by adolescent boys and girls. A child of twelve told me that it was always better to avoid the outbursts of one's elders: one of their curses might receive a hearing from God.

The ideal norm of 'adab' is a value which also has its religious sanction, as a pious son (ibn salih) is synonymous with 'muaddab'. Such a value does not only include the child's economic services and his observance of the expected social behaviour, but also implies a pattern of reciprocity between child and family. A father who neglects the care of his 'polite' children may be frequently exposed to illness, failure of crop, or death of cattle. Moreover, a family that infringes on the moral and religious code may consequently have sickly children. This connection between the moral values and the welfare of the family could be illustrated by the children's swearing by their parents' life and honour.[2] One also hears from the villagers that a loss of a son, or a camel, or sudden illness, is caused by the dealing of the inflicted person in usury, his swearing untruthfully by the name of Allah or his children, his giving false evidence in court, or spreading malicious gossip. It is clear that the welfare of the family members, children as well as adults, is contingent on some basic reciprocal relations fused with moral and religious sanctions.[3]

Besides learning from their parents and elders, children also learn

[1] M. Fortes maintains that filial piety, in patrilineal societies, is a value counteracting the suppressed antagonism between father and son, and mother and daughter. *The Web of Kinship among the Tallensi*, p. 347.

[2] A father may swear 'by the neck' of his son where life is supposed to be located.

[3] See Chapter III for religious justification of offspring.

1: Ammar E, I-5 (1951) 1954
MR13 Fellahin MR13
Silwa

neighbourhood wrangling for some time. In this case, boys who have been sneaking are referred to by other boys as 'women', or in the case of girls are branded as 'loose' or 'prostitutes'. Parents' advice to their children is, 'Hit back him who hits you'.

Thus, before adolescence, a boy, not only through overhearing the gossip of his elders, but also through his age group norms, becomes aware of the significance of gossip as a means of social control. He is perhaps the cause of gossip or included in it, and this would expose him to shaming or avoidance by other children. The boy's friends might not speak to him and this would make him stand exposed and isolated.

Thus, it is obvious that though any signs of children's aggression towards adults is tabooed and punishable, their expression of hostility towards their age-mates is given full play. Rivalry and competition are mainly directed both in the adult and in the child world towards equals. Rivalry between generations seldom occurs, as it is mainly horizontal and not vertical.

The cultural axiom is for the adult to give and for the young to receive: to accept aid in kind or money from one's elders is permissible, while the reverse would be humiliating, or at least embarrassing, unless prescribed by kinship obligations, such as aid rendered by the son to his father in old age.

There is a vivid contrast between the lively, free, and rough behaviour of children in their groups and their shy and diffident manners when they are attending grown-ups, while eating or during any celebration in the house. On being punished or rebuked by his elders, the child is expected to obey, while if he shows any submissiveness, if wronged by his 'pals', he would be punished by his parents and would be asked to retaliate for himself. A boy was called Abdu the Batil (the coward) by his pals, a name for which he seemed to have no outward resentment. On asking the boy about how he got this nickname, he told me that his father had applied the name to him and told the other boys with whom he associated to call him so, as his father was annoyed by his constant appeals to his parents to protect him from other children.

After reviewing the general atmosphere of the two educative spheres in the child's life, it is appropriate to discuss the means by which some social norms are impressed on him. As mentioned earlier, one of the cardinal virtues of a disciplined child is his respect for his elders. Till the age of four or five, this respect expresses itself in the young boy, on being introduced to a gathering in the house, touching the older person's hands with his lips and forehead. When the child grows older, this is replaced by a handshake followed immediately by his withdrawal from the adult gathering. The sign of respect by kissing the older person's hand with one's lips and forehead, although it ceases to apply amongst village people themselves, would still be practised by older boys and adults towards strangers visiting the house. Moreover, this is always the sign of respect for

1: Ammar E, I-5 (1951) 1954
MR13 Fellahin MR13
Silwa

become a great asset in house tasks; for instance, as 'fuel fetchers'. Most of the fuel in the form of maize straw, tree branches and manure is stacked on the roof, and boys are expected to help their mothers in bringing down the fuel stores into the house whenever needed.

The third feature that emerges from the children's play in the village is the social significance of age. As mentioned in the description of games, the leaders are invariably chosen on an age-basis. In any game, the older boys are the senior boys, unless joined later by boys who are older still and who are entitled to take over the role of leadership. Age, as the basis of seniority, is recognised by children even at the age of five and six, where the selection of the leaders amongst this age level occasions most of the quarrels which occur. In case of disagreement as to who is the oldest boy, this is sometimes decided by height. If this brings further disagreement, the problem is referred to an older boy, who is expected to know their relative ages. Furthermore, if any boy goes complaining to his mother on any account when playing, the first question she asks him is whether the child who hit him is older than he. If so she stands by her child, otherwise she straight away tells him, 'He is your age. Go and hit him, you coward.' The shaming would be worse if the offender happens to be younger.

It is also worth repeating that the two teams playing are usually balanced by the pairing up of 'equals' (nadid) which actually means 'of the same age' in the children's language. Failing to achieve that, two young boys may be given two or even three turns, if the other team has an older boy to match them. Players are usually reminded by the leaders of how well their opposite number is playing on the other side. Throughout organized or unorganized games, children are always encouraged to face the clash of 'equals' as an important experience in life.

Another important social norm reflected in play procedures is the respect that is shown to the leaders in directing the games, and the power enjoyed by them. They settle the disputes and smooth misunderstandings that occur during the game. They have to stand up to the inevitable latecomer who threatens to break up the game if not admitted. In this respect, it is also worth pointing out that they are seldom involved in the penalties that result from losing. For instance, in most of the games described they do not take part in the humiliating 'donkey-ride' which applies only to their team.

The last feature in our sociological analysis is the place for play. For children of all ages play always takes place outside the dwelling house. When a child starts playing in the house, the normal reaction on the part of the mother, father or any older member of the family is to expel him from the house, as if play, by its nature, should be indulged in beyond the dwelling premises. While such a reaction may be attributed in some measure to the fact that children might break things or create undue disturbance, the substantial reason is that the house is a place for work, and for the carrying out of serious domestic, social, and economic tasks. The notion

1: Ammar E, I-5 (1951) 1954
MR13 Fellahin MR13
Silwa

to be specialists in transmitting to others the religious knowledge of the Holy Book and the pious ancestors. The oral means of communicating and committing to memory the accumulated experiences is the best guide for perpetuating the group's tradition. It is not surprising, then, that old people are considered as knowing more than the young, and that, on these grounds, they are worthy of respect and obedience. The young have to wait many years before they can wield the same prestige and authority, for the instruments of wisdom may only be acquired through the passage of time. It is not unusual to hear people who wish to assert their position or to impress others with their views saying: 'I am a man who has witnessed both the pre-Islamic (jahiliya) and Islamic eras.'[1]

Good memory is certainly a great asset and indeed highly valued in Silwa, and the person with a good memory is usually described as the one with 'the full head'. The ability to remember names, places, events, and genealogies enhances the person's popularity and makes his participation and consultation desirable in social activities. The emphasis on memory training is impressed on the child as early as its efforts to learn to talk. Mothers utter a few words for the child to repeat, and then ask it to go round to all those who may be present, and say these words to each in turn, and this is recognized as the best method for the teaching of language. One of the favourite amusements of adults with children is to test the latter in reciting the names of their families in genealogical order. Very frequently, however, the adults may purposely interject incorrect names to mislead the children. Some children between the age of three and four, on being asked by the writer to recite their family names, would tell him as many as four or five of their names (the first name, followed by the father's name, the grandfather's, the great-grandfather's and so on).[2] In a symbolical way, the mother encourages the child to eat pigeon's head, as it is believed that this will foster the child's alertness of memory in later years of life.

It would be very difficult to determine here to what extent the importance laid on memory and memorization has been the product of the Islamic view of learning. It should be mentioned, however, in this connection that knowledge, for the Moslem scholars, was not so much a reaching out to the unknown (research), as it was a mechanical process of amassing the 'known'; the known being eternal and given, is unchangeable. Thus the acquisition of information and the deduction from accepted premises were the most important methods of knowledge.[3] A learned man

[1] This is, of course, an artificial claim such as the English expression, 'I don't know him from Adam'. The historical sense amongst the villagers, especially the older generation, is mainly thought of in the partition between the two eras, the pre-Islamic and the Islamic.

[2] It must be pointed out that in Silwa, or for that matter in Egypt as a whole, there is no system of first names and surnames. In Silwa, every person is always called by his first name. Unfamiliarity or respect requires only the addition of the title 'sheikh' in front of the first name.

[3] H. A. R. Gibb, *Modern Trends in Islam*, pp. 64–6.

1: Ammar E, 1-5 (1951) 1954
MR13 Fellahin MR13
Silwa

153 as instruments of differential qualitative analysis. Nadel expressed the view that intelligence tests 'in their specific adjustment to cultural groups would already reflect specific qualitative factors of culture, and culturally determined forms of intelligence'. Such an approach would not be so much concerned with assessing degrees of intelligence, as 'analysing types and qualities of intelligence'.[1] The concrete, matter-of-fact orientation of children's intelligence in Silwa did not only exhibit itself in the relatively better performance in the Pass-along test, but was also revealed in the ease in which their attention was engaged in the performance tests compared with the verbal one. Moreover, in the case of performance tests some boys and girls after getting stuck at some point in the testing asked me whether they could bring an older boy or girl who could help them or who could 'solve it better for me'. This attitude seems to be a reflection of the cultural pattern in which an older person is supposed to know better and hence should be consulted.

It has become increasingly evident that experience in different cultures and even different socio-economic groups in one culture, may lead to basically different perceptual responses and lend different meanings to a similar test situation. Moreover, one cannot ignore the importance of cultural motivation in assessing test results and interpreting numbers and scores.

Japanese children have been found to excel American children significantly in tests involving sustained attention, visual perception or spatial orientation, while falling behind on verbal and arithmetic tests. It is also reported that Chinese groups excelled the Japanese in the Binet type of tests and in auditory memory span, while they scored lower in the Porteus Maze and in all performance and mechanical aptitude tests.[2]

[1] S. F. Nadel, 'The Application of Intelligence Tests in the Anthropological Field', in *The Study of Society*, p. 197.

[2] Anastasi and Foley, op. cit., pp. 739–40. For the effect of cultural values on intelligence and other psychological tests, see Klineberg, op. cit. See also M. Mead, *Coming of Age in Samoa*, where she mentions that the aesthetic interest of children in Samoa overshadowed the task of solving the test problems.